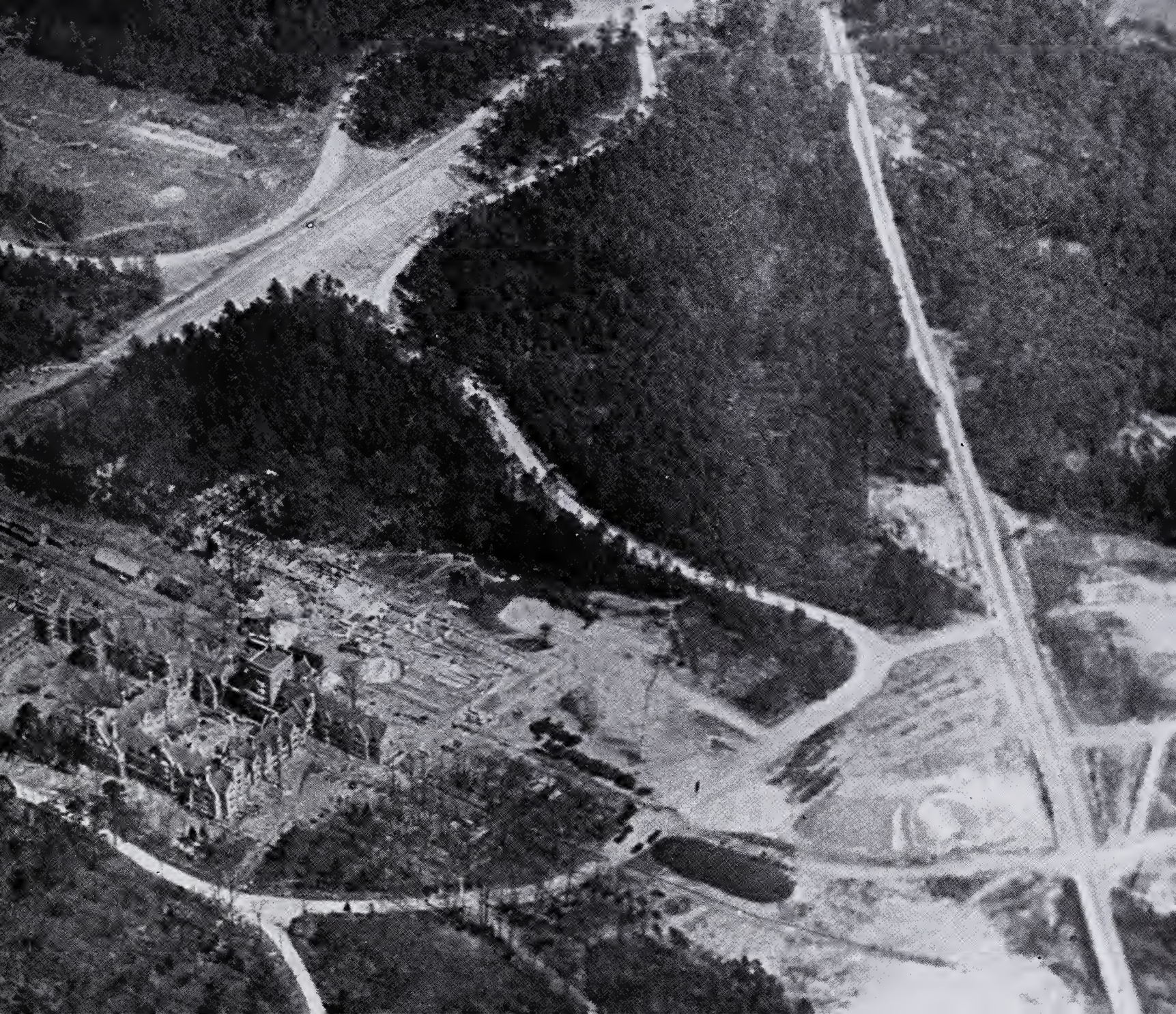




**"I have selected Duke University..."**

*Carving out a new campus in the pine woods of North Carolina.*







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**"I have selected Duke University..."**  
**A Short History**

**By Jon Phelps**

The staff of the University Editor's Office wishes to acknowledge its indebtedness to other members of the University community who assisted in compiling this history. We were particularly fortunate to be able to draw on the generous time and eloquent memory of Dr. W. T. LaPrade, Professor Emeritus of History, whose help comprised still another contribution in his distinguished record of service to our institution—stretching back well over half a century. Our work also benefitted from the assistance of Dr. Robert Durden, Professor of History; the late Dr. Virginia Gray of the Perkins Library staff; and Mrs. Phyllis Randall, research associate. The two major publications on Duke's history—*Trinity College 1839-1892* by Dr. Nora Chaffin, and *Trinity and Duke 1892-1924* by Dr. Earl Porter—were of extraordinary importance in our research.

# Contents

1	1838-1859	From Brown's Schoolhouse
5	1860-1889	Trinity from Craven to Crowell
11	1890-1909	"Eruditio et Religio" and Kilgo
19	1910-1924	The Dukes and William P. Few
25		The Duke Indenture—"Education . . . Next to Religion"
29	1925-1939	Building the University
35	1940-1949	Flowers and the Forties
39	1950-1964	From Mid-Century—Edens, Hart
45	1965-1969	Knight and "The Fifth Decade"
51	1970-	Sanford and the Seventies



*The Origins and Originators: Left, Approximate site of Brown's Schoolhouse, Union Institute, Normal College and Trinity College in Randolph County; Above Right, Brantley York, first principal of Union Institute; Below Right, Braxton Craven, first President of Normal College and Trinity College.*



# 1838-1859

## From Brown's Schoolhouse

Back in the 1830's, some Quaker and Methodist farmers living in the north-western pocket of Randolph County, in central North Carolina, decided that "Ignorance and error are not only the bane of religious but also of civil society." It was in that belief that they founded and nurtured several small schools. One of those schools, built by farmer John Brown, was a crude, one-room log building, with a wooden chimney and an earthen hearth. The roof was made of common boards, and according to a record of that period, "when it rained it was with some difficulty that the books and papers could be kept dry."

In 1838, the Reverend Brantley York—a native Randolph County farmer and preacher who stood "six feet, two inches in his stockings"—came to Brown's Schoolhouse to teach. But after putting up with its leaky roof and other inconveniences for one term, he persuaded the farmers of the area to build a better schoolhouse. The new building was also a one-room schoolhouse, but it was solidly constructed of hand-hewn logs. The next year, the school changed its name and status; and Brown's Schoolhouse became Union Institute, a private academy. The farmers' ambition again outgrew their facility, however, so they

built an even bigger, two-room frame schoolhouse with a fireplace in each room and a hallway between them.

To this new frame schoolhouse, in 1841, came Braxton Craven, who was returning to his native Randolph County after two years of study in adjacent Guilford County at a Quaker school (now grown into Guilford College). In his first term at Union Institute, "Brack" Craven was such an impressive student that he was asked to serve as an assistant to Reverend York. Then when York resigned in 1842 to take a position at another school, Craven—still just short of his twentieth birthday—was named principal.

A young man whose broad vision matched his ambition, Craven set out immediately to widen the Institute's influence and to promote its capabilities. He arranged for students to room and board in nearby homes, and he opened a night school for students who had to work during the day. As Union's reputation spread, families began building new homes as near as possible to the schoolhouse. And as a village grew up around the school, the institute itself continued to grow both physically and academically. By 1846, for example, Union had its own library.

Soon Craven had introduced a course for teacher training, and he appealed to the state to support the institution as a teachers' college. On January 28, 1851, the North Carolina Legislature chartered the school as Normal College, qualifying its graduates to teach in state schools. It was perhaps the first institution in the South to be chartered especially for the training of teachers. President Craven then altered the old curriculum to provide standard courses of study for a teacher's college, and by 1853 a complete teacher-training program was being offered.

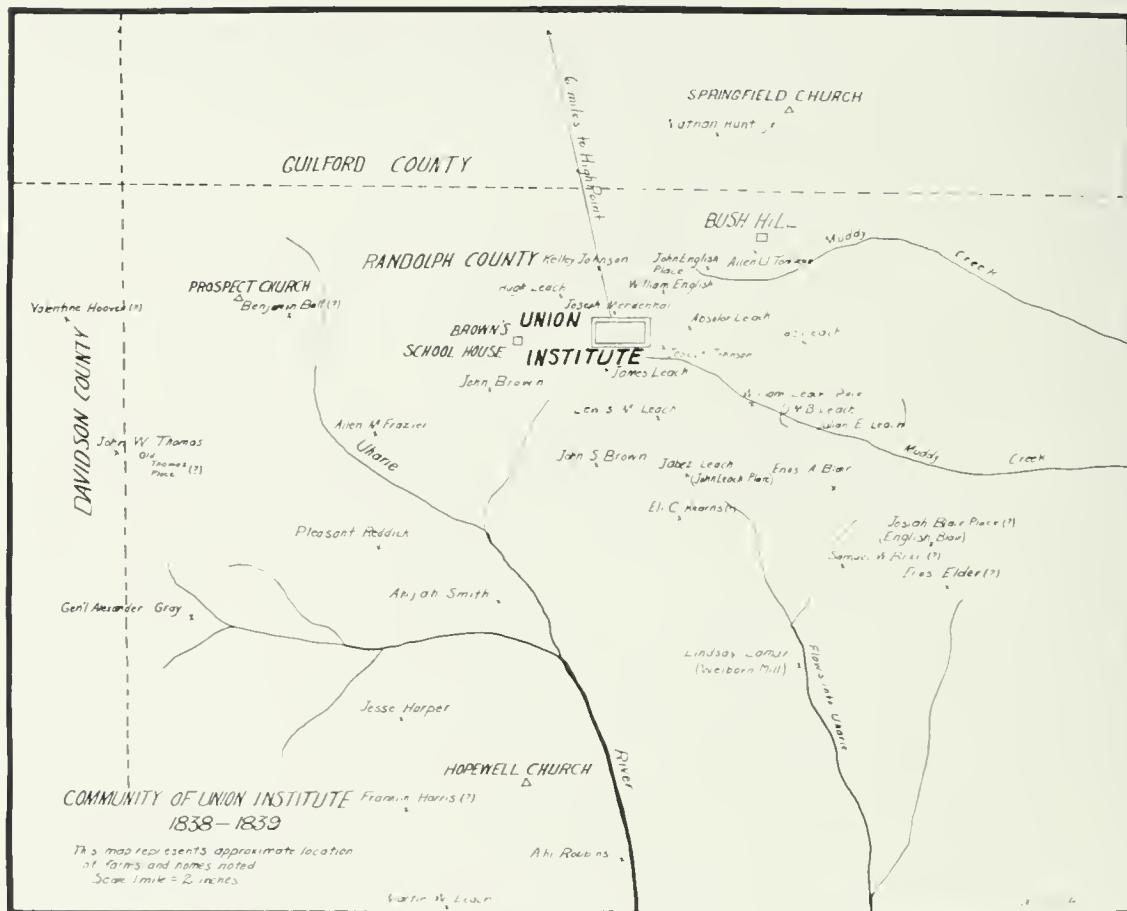
But the Legislature's appropriation, as it turned out, provided official recognition only and did not obligate the state to support the college financially. So Craven considered other prospects. He turned to the Methodist Episcopal Church, South, with a proposal that Normal College should educate future preachers

without charge, in return for financial support from the Church. In 1856, the Methodist Conference voted to accept the arrangement. And three years later, the Randolph County institution became Trinity College, a liberal arts school operating under Methodist auspices.

The Methodist churchmen who considered Braxton Craven's proposal to affiliate with Normal College were probably impressed with the morally rigorous character of his administration there. The *Normal College Catalogue* asserted, "We shall absolutely refuse to receive any but those of good moral character. We respectfully solicit the patronage of those who have moral sons and wards." College rules prohibited "spiritous liquors . . . weapons, cards, or other means whereby games of chance are played." President Craven himself composed reports on the College's yearly revival programs, which produced an estimated 360 conversions among students between 1853 and 1859.

In the last year that the institute operated as Normal College, Craven reported, ". . . Discipline has been more rigid and higher-toned than ever heretofore." But he may not have been entirely happy about that, since he added this rather secular afterthought: "I would like a little more society in the old sense; people of taste and leisure. . . . Perhaps a little relaxation from stern moral discipline, allowing some of the amusements and ways of the general public, would be reasonable and more popular."





# 1860-1889

## Trinity from Craven to Crowell

Two years after Normal College changed its name to Trinity, the Civil War broke out, bringing more changes to the campus in Randolph County. A “Military Department” was established, and the “Trinity Guard” was organized to keep as many students in school as possible. The Guard was later called out to put down anti-secessionist revolts in nearby Davidson County, and during the same period, normal student activities faded. With enrollment dwindling, the school curtailed its program, and in 1863 President Craven resigned. After William T. Gannaway was named to succeed Craven, the school stayed open until the month the war ended—April of 1865—and then it shut down. Trinity was reopened on January 11, 1866, with Braxton Craven unanimously elected to resume its presidency.

The quarter-century following the war was a time of slow redevelopment in North Carolina. The rumblings of early industrialization brought some degree of prosperity to a few towns over the state, but Trinity College, isolated in rural Randolph County, went through an uneven period of its history. Nevertheless, there were several developments of interest and significance on the campus: the College’s first female graduates, the first foreign student, new societies, fraternities, a

“Yankee” president, and—with that new president—the first American-style football played in the South.

In 1878, the three Giles sisters (Mary Z., Persis P., and Theresa), having completed graduation requirements through private study with faculty members, were awarded Trinity College degrees. The action was called “unprecedented in the history of North Carolina colleges.”

In 1880, Trinity admitted its first foreign student—a Chinese youth named Yau-Ju Soong. After coming to America with his uncle, young Soong was converted to Christianity. A minister then introduced the Chinese youth to General Julian S. Carr of Durham, a strong supporter of Trinity College, and suggested the possibility of educating him in America. So with his name changed to Charles Jones Soong, the boy enrolled at Trinity as a special student. Later he returned to his native country as a missionary and became the patriarch of one of China’s most noted families of modern times. His son, T. V. Soong, was the second highest official in China from 1945 to 1949. And two of his daughters, Soong Ching-ling

*Trinity students pose before main building on original campus.*





and Soong Mai-ling, married two of the most important figures in Chinese history—Sun Yat-sen and Chiang Kai-shek, respectively.

Mr. Soong, however, was not the first non-Caucasian student to attend Trinity. Shortly before 1880, the school had begun to falter again, and its enrollment dropped to about one hundred students. Trying to boost enrollment, Craven admitted twelve Cherokee Indian boys as students. The youths had to be taught to accept conventional foods and clothing, and to sleep in beds. “For weeks after their arrival, President Craven feared they would starve,” says one record of that period. “They would not eat, nor would they touch milk. They roamed the fields and woods, and ate acorns, wild onions, green or dry maize, and roots.” By 1884, their number had grown to twenty, and Trinity had established its own Cherokee Industrial School for them. But in the following year, the Indian school was disassociated from Trinity and was taken over by President Craven’s son, Dr. J. L. Craven.

Fraternities and various new societies (some secret) were introduced at Trinity in the 1870’s and 1880’s, providing forums for debates on such topics as these: “Is War Ever Justifiable?” (No, they decided); “Will the Emancipation of Slaves Prove Beneficial to the South?” (Yes); and “Should Women Be Allowed to Vote?” (No).

Braxton Craven, the man who built Union Institute into a full-fledged college, died in 1882. William Howell Pegram was named Chairman of the Faculty and headed the administration until the election of Dr. Marquis L. Wood as president in 1883. Dr. Wood served only through the following year before resigning. Again a professor, John F. Heitman, was elected Chairman of the Faculty to administer the College with a three-member Committee of Management. The members, all Trustees, were J. W. Alsbaugh, Julian S. Carr, and James A. Gray.

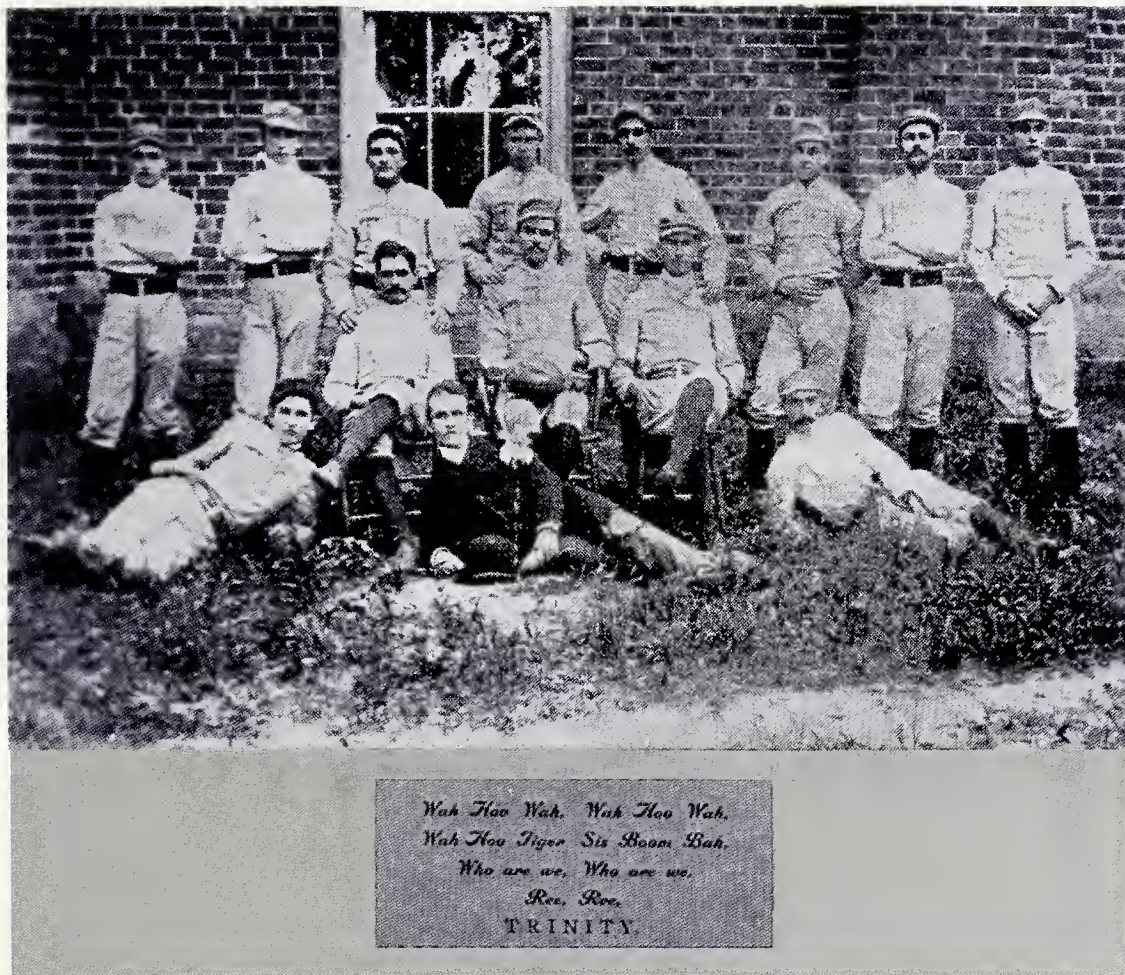
Finally, in 1887, a new president was named. The Trustees’ presidential choice was surprisingly liberal in a time when many southerners still harbored

bitter sectional memories of the Civil War and Reconstruction. They chose John Franklin Crowell, a twenty-nine-year-old Pennsylvania “Yankee” and graduate of Yale University, whose twin passions were athletics and high academic standards.

In his *Recollections*, Crowell remembered his arrival in the little village at the North Carolina school: “ ‘Is this Trinity?’ I asked, ‘Yes,’ they answered in chorus, ‘this is Trinity’—rather, I thought, in a tone of apology.”

When Crowell came to North Carolina, a study had just ranked Trinity fourth among the state’s four large colleges. The new president began an unrelenting drive to upgrade every aspect of Trinity’s life—admissions, curriculum, financial resources, books and equipment, graduation requirements, and even athletics. A strong advocate of physical culture, Crowell established Trinity’s first football team and coached it himself. In fact, because Crowell introduced the game as Yale had played it (more rushing than kicking, and using an oval ball instead of the round ball used in Rugby), Trinity’s 16-0 victory over North Carolina on Thanksgiving Day, 1888, is considered the first real game of football ever played in the South.

Unfortunately, Crowell undertook his campaign for academic betterment at a time when educational conditions in North Carolina were appalling. The average duration of the public-school year in 1887 was sixty days (and only the relatively advanced communities provided that much for their children). Many unprepared students at Trinity could not keep up with John Crowell’s hopeful image of them. His anxious pace frustrated one student who had been classified as a junior when Crowell arrived. Four years later, after being regularly demoted by each new academic advance of Crowell’s administration, the same student found himself back in the College’s Preparatory Department.



Trinity's first football team (1888) with a later cheer (1906).





## 1890-1909

# “Eruditio et Religio” and Kilgo

John Franklin Crowell looked at Trinity College, and he looked at rural Randolph County; then he looked beyond them both toward the developing cities of central North Carolina. He realized that in order to benefit from the state's accelerating industrialization, the College would have to move to a larger center of population.

This idea was not an easy one to sell. There was outspoken resentment from alumni and Methodist officials, among others, toward this young Yankee “coming down here from the North and telling us what to do.” Nevertheless, when Crowell delivered an eloquent appeal to the College's Board of Trustees—“Deliver Trinity from the bondage of its birthplace; afford it a wider field; bring it out into a broader world”—he won; the Board voted to begin looking for a new homesite in a larger town.

Raleigh and Durham, which were then vying to become the site of a proposed Baptist Female College, were both considered by the Board. Crowell himself traveled to Greensboro and looked around; he even bought a tract of land there for a homesite. But no one came up with adequate financial assistance. Then

there was a fortuitous development: Raleigh was chosen as the site for the Baptist Female College (now Meredith College) on the grounds that Durham was "a factory town . . . no fit place for girls."

The insult provoked the indignation of all Durham's leading citizens, including Washington Duke. There are many recollections of the local reaction, but the most pertinent one concerns a public meeting at which Durham citizens were consoling one another over the affront. Washington Duke, who had already given some money to Trinity, reportedly declared that if Dr. Crowell wanted to move that College to Durham, he himself would donate money to help finance it. Crowell wasted no time in following that report to Duke's door, and soon the two men shared a common purpose. Together they persuaded Julian S. Carr to donate Blackwell Park, the sixty-acre racetrack and fairground on the western edge of Durham, as a site for the campus. With such backing from Duke and Carr, Durham's leading Methodist laymen and public-spirited philanthropists, the move was arranged. President Crowell, his tall dreams glowing, came to Durham with his college. He also submitted a draft of his "Plan for a Methodist University in North Carolina" to Washington Duke for his consideration.

The timing of the move to Durham in 1892 was not propitious. There was hardly enough money for the College to survive even in Randolph County. The expense of the move added to the distress. Faculty salaries went unpaid; students slept in unheated and sometimes unfinished rooms; and Crowell was still due \$1,900 of his \$2,000 salary for the preceding year. An overworked, underpaid faculty soon began to resent Crowell's ambitions. Some resignations were submitted. Then a few Trustees began to wonder about Crowell's practical competence. He offered his resignation, but the Board declined to accept it.

Then in December, 1892, the Methodist Conference censured Crowell's annual report. (Among other objectionable features, it included five pages on athletics and less than four on religious activities.) Crowell decided then to abolish foot-





*Students serenade Washington Duke at his Durham home.*

ball. Later he announced he would leave Trinity, but he remained in office until mid-1894, before going on to Columbia University.

Dr. John C. Kilgo was named president of Trinity in 1894. The "Panic of 1893" in the United States had worsened the school's dire financial situation. The agricultural South was particularly hard-hit by the nation's economic depression,

and the Methodist Church's support for Trinity College dropped off sharply. Only a mortgage of all the College's property (arranged through the influence of Benjamin N. Duke) and donations from the Duke family pulled Trinity out of the morass of financial despair.

One of the Duke donations, incidentally, had significance for social as well as educational history. In 1896, Washington Duke offered Trinity \$100,000 if the college would admit women on equal terms with men. President Kilgo saluted Duke for his "prophetic vision," and the president of the state college for women declared that the action marked the end of discrimination against women in education. Ultimately the move attracted nationwide attention; the National Suffrage League offered Mr. Duke its vice presidency, which he declined.

Throughout the financial crisis and its resolution, Kilgo guided the College by the example and course that Crowell had set for it—always striving for academic excellence. Already known for its exceptional standards, Trinity became a charter member of the Southern Association of Colleges and Schools in 1895. In 1904, the Law School opened with standards of admission and curriculum so high that it was accepted the very next year into the Association of American Law Schools. At that time there was only one other southern college in the national association.

Progress under Kilgo was consistent. By 1901, nine new buildings had been added to the campus. From 1905 to 1909, enrollment climbed 40 percent. Trinity's future looked far more secure than its past had been.

Trinity's stature benefited greatly from the advances in academic programs and physical growth that were achieved during the Kilgo administration, but

nothing in that period promoted the school's national reputation more than the so-called Bassett Affair.

John Spencer Bassett was a professor of history at Trinity, who in 1903 wrote an editorial for the *South Atlantic Quarterly* entitled "Stirring Up the Fires of Race Antipathy." In the article, he suggested that the Negro educator Booker T. Washington was the "greatest man, save General Lee, born in the South in a hundred years." Even with its concession to the near-sacred name of Lee, the statement was hard for most white southerners of that period to accept. Bassett had gone on, moreover, to deplore the South's political and social mistreatment of its black citizens. And since black southerners were virtually unheard in such public controversies, it seemed that the general public was infuriated over the article. Led by spokesmen for the dominant Democrats (then considered the "white man's party"—as opposed to the Republican Party, which was supported by the Dukes), many influential citizens had demanded that Professor Bassett be fired.

Just the year before, a professor at Emory College in Atlanta had been dismissed in response to the same kind of public furor, because he had protested against the political "dehumanizing" of Negroes in the South. In reference to the Emory case, Trinity's President Kilgo had written: "The supreme question in the South is, shall we be a free people, or shall we be the slaves of vile partisanship? . . . Well, Trinity shall be free, tho' all the bishops, preachers, politicians, and wild women of the earth decree otherwise."

Now Trinity was being subjected to mob judgment. Anti-Bassett editorials in the state's leading newspaper printed the offending professor's name as "John Spencer bASSett." Other publications were far more insulting. And a professor at a state university issued a public statement saying he was thankful that he had no "Jackassett friends." Even Bassett's friends were pessimistic. One of them wrote to him, "My guess is that your President and the Faculty will bend as the



wind blows. Academic independence . . . means liberty to say whatever will not arouse the ire of the benefactors or patrons of the College."

His prediction—and his judgment, as it pertained to Trinity—proved wrong. Trinity's president, faculty, student body, and Board of Trustees stood firmly for Bassett's right to express his opinions freely. The faculty, in a statement drafted in part by Dr. William P. Few, said: "This college has now the opportunity to show that her campus is undeniably one spot on Southern soil where men's minds are free . . . We may be in danger of losing students, perhaps of losing friends, but we are willing to risk our future standing for the great principle of free speech and to accept all the consequences of this choice. For we believe that our chance to build up here eventually a great institution among the colleges of the world will

*President Theodore Roosevelt comes to Durham in 1905 and pays tribute to Trinity College.*



be far better if we stand for truth and freedom, than if we silently consent to yield our minds to any sort of intellectual bondage."

Later it was learned that President Kilgo, at the time the Trustees met on the issue, secretly held a mass resignation signed by each member of the Trinity faculty, in case Bassett should be dismissed. He never had occasion to use it.

The Trustees issued their own majority statement which said: "A reasonable freedom of opinion is to a college the very breath of life. . . . Great as is our hope in this college, high and noble as are the services which under God we believe that it is fit to render, it were better that Trinity should suffer than that it should enter upon a policy of coercion and intolerance."

Their words, however, should not imply that their decision had been an easy one. Trustee committees thrashed through the issue in private sessions; and when the full Board finally met to decide it, the debate ranged into the early hours of the following morning. The first two motions were throttled in parliamentary maneuvering, and then a 3:00 a.m. ballot was taken—in favor of Bassett. Students, who had maintained a vigil awaiting the Trustees' verdict, clanged the College bell to celebrate the liberal victory and built a huge bonfire on the campus.

The "consequences of this choice" (that the faculty had voted to accept) brought national attention and favor to the little North Carolina college. Two years after the incident, President Theodore Roosevelt came to the Trinity campus to pay this tribute: "I know of no other college which has so nobly set forth, as the object of its being, the principles to which every college should be devoted, in whatever portion of this Union it may be placed. You stand for all those things for which the scholar must stand, if he is to render real and lasting service to the State. You stand for academic freedom, for the right of private judgment, for the duty more incumbent upon the scholar than any other man, to tell the truth as he sees it, to claim for himself and to give to others the largest liberty in seeking after truth."



First entrance off Main Street into Trinity campus; "Old Main," the Washington Duke Administration and Classroom Building, is shown in background.



## 1910-1924

# The Dukes and William P. Few

Like an unknown number of other small farmers in his area back in 1861, Washington Duke had been strongly opposed to secession. But two years after the Civil War broke out, he was drafted into the Confederate Army—despite the fact that he was trying to raise three motherless sons and a daughter at the time.

The story that is recalled of his postwar experience is even more dismal: When discharged from the army in 1865, he was given two blind mules in lieu of severance pay. Then with fifty cents in his pocket, and the two mules for company, he made a 135-mile hike back to his children. At his North Carolina farm, he found that Union soldiers had stripped his property of virtually everything that could be used or sold—except for some prewar leaf tobacco he had stored away.

It was not much to make a new life out of. But through an estimable combination of industry and ingenuity, Washington Duke and his sons went on to build a worldwide financial empire based on the manufacture of tobacco products.

By the time he became wealthy, Duke had also become deeply interested in the welfare of Trinity College. During the 1890's, for example, Trinity had relied so heavily on Duke (he financed the move to Durham and then added three

\$100,000 donations between 1894 and 1900) that President Kilgo once suggested changing the school's name to Duke College. Trinity's cause was also shared by two of Washington Duke's sons, Benjamin N. and James B. Duke. (The oldest son, Brodie Duke, had sold his share in the tobacco business to his father and half-brothers and was no longer involved directly with the family enterprises.)

President Kilgo, meanwhile, had amplified John Crowell's dream of expanding Trinity into a university, and he discussed that possibility with the Dukes. But after he was elected a bishop of the Methodist Church, John Kilgo resigned the presidency of Trinity College.

The Trustees named Dr. William Preston Few, who had served Trinity College for fourteen years as professor and dean, to succeed Bishop Kilgo. The occasion of Dr. Few's inauguration reflected the growing national reputation that Trinity was enjoying. Among the guests who came to Durham for the ceremony were the presidents of Harvard and Chicago, the deans of Princeton and Yale, and the United States Commissioner of Education.

President Few, possibly recalling some earlier dreams of a Trinity University, advanced his plans for physical expansion, including two additional classroom buildings. Suddenly, in January of 1911, fire gutted the large Washington Duke Building, known as "Old Main," which housed administrative offices, several classrooms, and two floors of dormitories. Although the blaze destroyed valuable records, the structure and its contents were covered by insurance, and the \$40,000 insurance payment retired the last bonds from the College's 1893 mortgage. It also helped facilitate construction and initiate use of new classroom facilities (the East and West Duke buildings), financed by Benjamin N. Duke.

Also during the early Few years, a fund drive raised the spirit of unity among alumni and friends—as well as cash and pledges for endowment.

Trinity's enrollment continued climbing steadily until 1917, when the United States entered World War I. Then enrollment began dropping fast. Striving to

preserve Trinity's operation, the College accepted a unit of the Student Army Training Corps. Then the 1918 influenza epidemic hit Durham, and conditions at the College sank to a low point—just as the war ended in November.

Like some other schools following the war, Trinity bounced back with vigor. New courses were added in various fields; a summer program was inaugurated for teacher training; graduate education was expanded; and Dr. Few resumed his campaign to get support for a medical school.

During the war, Trinity had solicited increased enrollment of women, without notable success. In these early postwar years, however, their numbers began

*Ruins of Washington Duke Building, gutted by fire in January 1911.*



climbing steadily (despite a demonstration by male students protesting against the trend). And the campus acquired its first permanent housing for women: Southgate Hall was built with more than \$100,000 raised in a local campaign headed by W. D. Carmichael and boosted by a matching grant from B. N. Duke. The dormi-



*Statue of Washington Duke as originally installed.*



tory (named in memory of James H. Southgate, who had been chairman of Trinity's Board of Trustees) was urgently needed to house the growing enrollment of women.

By 1924, Dr. Alice Baldwin had become dean of women. She was instrumental in drafting plans for the coordinate college for women, and was later to become its first dean.

There were many other signs of Trinity's growth, such as the establishment of a Phi Beta Kappa chapter and a university press. It was a period of prolific achievement. And Dr. Few spent a lot of time talking to James B. Duke.

As intercollegiate football became increasingly popular as a spectator sport across the nation, students at Trinity agitated for the reinstatement of a team at the College. In 1913, a pro-football demonstration by students developed into a riot. But President Few, an outspoken critic of college athletics even before his inauguration, was not dissuaded from his viewpoint. Then too, he may have recalled the Methodist reaction to President Crowell's interest in football, which led to its abolition at Trinity.

But World War I emphasized to Trinity College the value of physical training. After the war, physical education courses were required at Trinity, and even earned academic credit.

Finally, the Trustees relented on the football issue. A student-faculty-alumni commission recommended that Trinity resume intercollegiate football—provided it be “shorn of the exaggerated and fantastic importance that clings to it (and) kept in its proper place.” In the fall of 1920, Trinity played its first game in more than twenty-five years, defeating Guilford College, 20-6. The Trinity team went on to complete the season undefeated.



Reading of the Duke Indenture by "Judge" William R. Perkins, left. Benefactor J. B. Duke is at far right, and Trinity President W. P. Few is in center.

# The Duke Indenture

## "Education . . . Next to Religion"

Some friends of James Buchanan Duke knew that he had said he wanted to do "big things for God and humanity," and perhaps they knew that he had been talking to Dr. Few about doing something big for Trinity College. But only his very closest confidants knew the magnitude of his plans. There was widespread surprise on December 11, 1924, when Mr. Duke signed the Duke Indenture for a \$40,000,000 Endowment. The Endowment was designed expressly to benefit hospitals, orphanages, colleges, and the Methodist Church in the Carolinas, and to create Duke University as a memorial to J. B. Duke's father.

"I have selected Duke University," the Indenture says in part, "as one of the principal objects of this trust because I recognize that education, when conducted along sane and practical, as opposed to dogmatic and theoretical, lines, is, next to religion, the greatest civilizing influence. I request that this institution secure for its officers, trustees and faculty men of such outstanding character, ability and vision as will insure its attaining and maintaining a place of real leadership in the educational world, and that great care and discrimination be exercised in admitting as students only those whose previous record shows a character, deter-



mination, and application evincing a wholesome and real ambition for life. And I advise that the courses at this institution be arranged, first, with special reference to the training of preachers, teachers, lawyers, and physicians, because these are most in the public eye, and by precept and example can do most to uplift mankind; and second, to instruction in chemistry, economics, and history, especially the lives of the great of the earth, because I believe that such subjects will most help to develop our resources, increase our wisdom, and promote human happiness."

James B. Duke died on October 10, 1925, at the age of sixty-eight, just ten months after he had signed the Indenture. His will provided even more funds for the University, including an appropriation of several million dollars for a medical school and hospital at Duke, and then added probably as much as the original \$40,000,000 to the basic Endowment capital.



*Left to right: Benjamin Newton Duke, the first of the family to join the Trinity College Board of Trustees, in the 1880's; his father, Washington Duke, whose support paid for the College to move to Durham in 1892, and for other institutional advances; and his brother, James Buchanan Duke, whose magnanimous endowment in 1924 transformed Trinity College into Duke University.*



“Quite a number of years ago, as Mr. Duke and I sat talking, he fell into one of those reminiscent moods that come to us all now and then. And under the impulse of the fascinating retrospection, I asked him what he regarded as the greatest thing he had done. His answer was, assembling in the American Tobacco Company a group of men so capable that each of the large companies into which it was split by the Federal Courts could be amply manned to preserve this great industry and safeguard those interested in it.

“The years rolled by. The Endowment became a living fact. And again Mr. Duke and I were talking together. I reminded him of the conversation that I have just narrated. And I asked, ‘What do you say now, Mr. Duke, is the greatest thing you have done?’ Without hesitation he replied, ‘The creation of The Endowment, because through it I make men.’ ”

— WILLIAM R. PERKINS  
Legal counsel to J. B. Duke  
and author of the Indenture

“My old daddy always said that if he amounted to anything in life it was due to the Methodist circuit riders. If I amount to anything in this world I owe it to my daddy and the Methodist Church. . . .”

“It is time I was beginning to think about a monument. I want to leave something in the State that five hundred years from now people can look upon and say, Duke did that.”

— JAMES BUCHANAN DUKE



*Special railroad track was laid to new site of West Campus being carved out of Carolina pine forest (upper left), and mule teams were employed in landscaping (upper right), while older East Campus underwent its own renovation (below).*

## 1925-1939

# Building the University

As Trinity College began planning major physical expansion, the land adjoining the existing campus became more expensive. So a large wooded tract, about a mile west, was acquired as the site for the proposed chapel, hospital, medical school, and other new sections of the University. At the same time, between 1925 and 1927, the old Trinity campus was rebuilt, with eleven new buildings being added there.

The Divinity School, one of the first new graduate professional schools to be organized, opened in 1926. The Law School was reorganized and given its own building. The Graduate School of Arts and Sciences was formally inaugurated in the 1926-27 academic year (although graduate study had gone on at Trinity as early as 1867), and in 1929 the University awarded its first Ph.D. degree. Then in 1930, the new Gothic-style structures of the West Campus were occupied as Trinity College (continuing as the University's undergraduate college for men) moved into its new home. The older East Campus, refurbished in its traditional Georgian architectural style, became the home of the coordinate Woman's College.

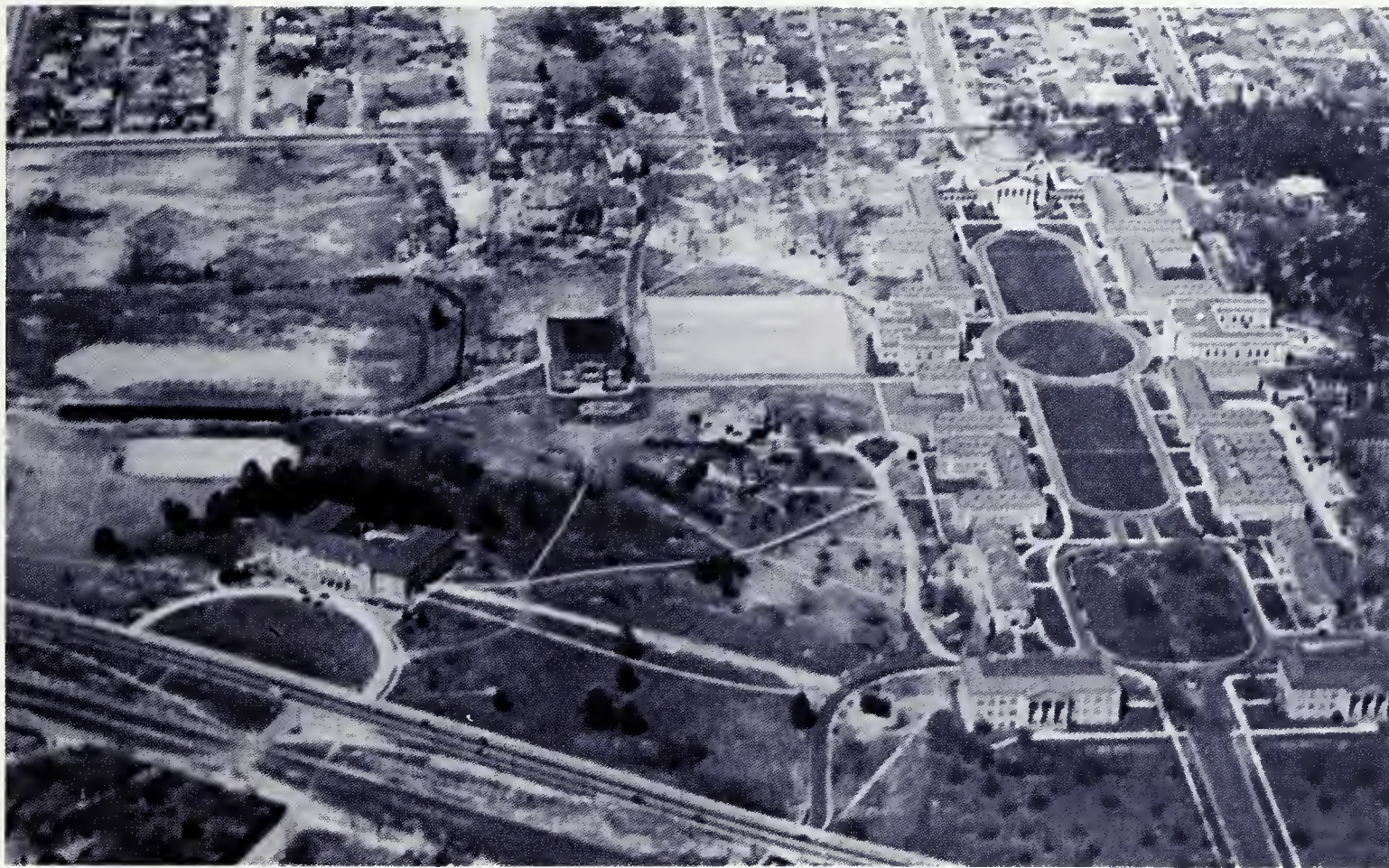
From the beginning, President Few made it clear that Duke aspired to be “not a sectional but a national university. Indeed it is already a national university in its standards and ideals.” This, however, did not imply a rejection of Duke’s regional role: “We are located in the South and owe it certain duties and kinds of special services.” Writing in his *Report, 1925-31*, Dr. Few saw particular advantages to Duke’s southern situation. “Located as it is in a part of the country that is now in the midst of its building era, . . . this university might conceivably have an unusual chance to produce creative rather than merely critical attitudes of mind. . . . From this standpoint, Duke University is not only an educational adventure; it is a social experiment of wide significance.”

Indeed the young university turned not only its situation but the timing of its birth to good advantage. Conceived in boom-time, Duke was able to move ahead with its construction program in the Great Depression. Building costs were then at a low point, and the University got a lot for its construction dollars.

Toward the end of that decade, in his *Report, 1938-39*, President Few wrote: “It is now nine years since the University was moved to this (West) Campus. In these nine years, Trinity College has been much strengthened, the coordinate college for women has been established and has already taken its place among the good colleges for women in the United States, a small but excellent College of Engineering has been organized. We have one of the first-rate medical schools of America, a law school with a faculty that is exceptionally able, one of the three graduate schools of forestry in the country, a divinity school that has made the University an outstanding center in this field of higher education.

“These three colleges and four professional schools have all been approved by the several rating agencies. . . . All this has taken place within the brief period of nine years. . . .” Yet, as impressive as this record of new achievements was, William P. Few (who had joined the Trinity faculty back in 1896) never forgot to pay appropriate tribute to those of “Old Trinity” who painstakingly built up the





*Aerial view of revamped and expanded East Campus. (See inside cover wrap-around photo for aerial view of West Campus under construction.)*

strong foundation on which such rapid development could rest. He remained always aware that the evolution of this university reached back to the earthen hearth and leaky roof of Brown's Schoolhouse, when Washington Duke was just in his teens. And in 1938, the University paid homage to its origins in a proud celebration of its centennial birthday, which also included a major fund-raising campaign.

In its sixty-five-year history, Trinity College seemed never quite able to make up its mind about women. The three Giles sisters had pushed "Old Trinity" into something of a pioneering role in women's education, and then Washington Duke advanced it further with his conditional gift of 1896. Later he removed the contingency because of "the necessary restraints which it imposes on your Board," saying he preferred "to leave you free to adopt such a policy as may, in your judgment, seem wisest." Even with that freedom, Trinity enrolled modest and irregular numbers of women thereafter. And from the days of the Kilgo administration, there was off-and-on talk of a real woman's college at Trinity.

Whetted by the passage of the Nineteenth Amendment (granting women the vote) as well as by women's broad role in World War I, the talk had built in a steady crescendo during the early twenties. And from the time Duke University came into existence with its coordinate Woman's College and its School of Nursing, women comprised a vital part of its life.

A new magazine, *The Distaff*, was edited entirely by women students, and other all-girl organizations included a glee club and a nineteen-member orchestra.



In the early 1930's, women played an essential role in the young university's expanding social life; and the administration began meting out equal social rights for its female students in steps that corresponded to changing mores. The first Co-Ed Ball, for instance, was held in 1931. The next year, the University provided a cabin for women's outings. Other administrative measures of that period granted smoking privileges for all women and automobile privileges for senior women. One major social policy permitted student bandleaders Les Brown and Johnny Long (both then enrolled at Duke, and both later nationally famous as professional bandleaders) to perform regularly—even nightly—on campus.

*Miss Doris Duke, daughter of J. B. Duke, lays the cornerstone of Duke University's new West Campus, June 5, 1928. Dr. Frederick Shannon of Chicago, speaker for the occasion, is at left; and at right is George G. Allen, then Chairman of the Board of Trustees of The Duke Endowment.*





*Left: Members of the University community read Duke Chronicle story of the death of President W. P. Few, as school flag flies at half-mast in background. Right: President Robert Lee Flowers welcomes Colonel E. S. Bean, Commandant of U.S. Army Training Programs at Duke during World War II.*



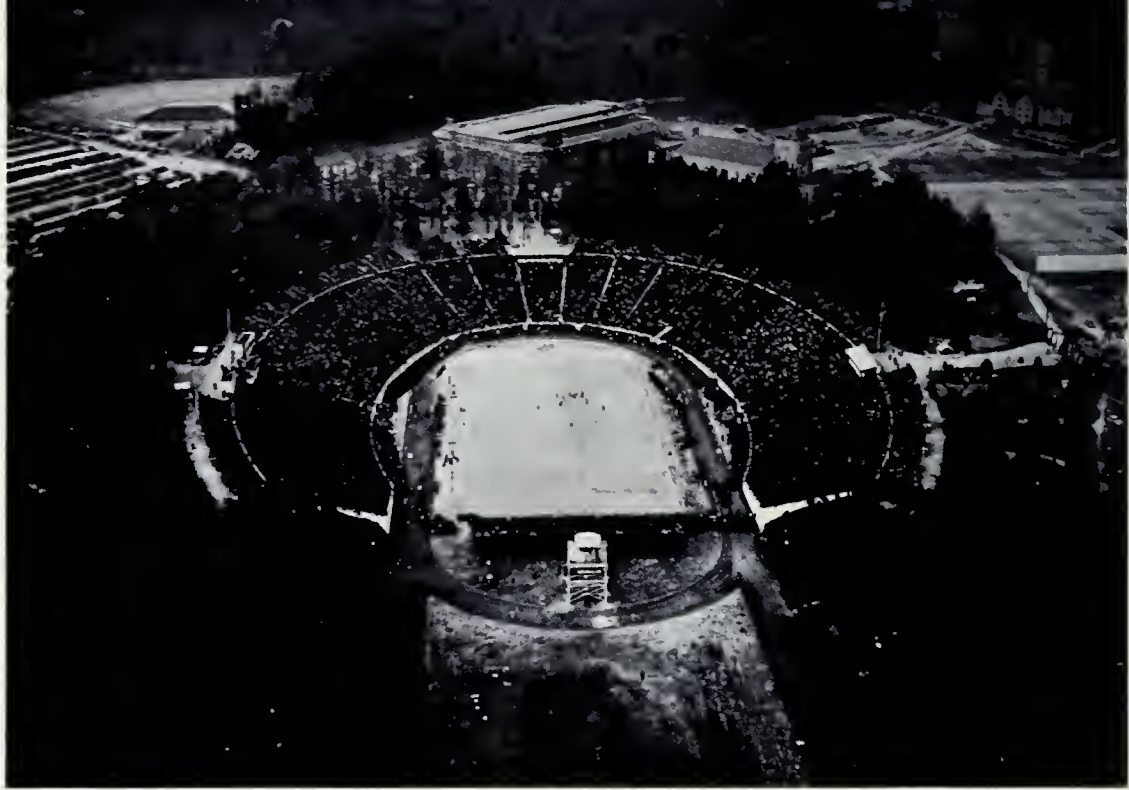
# 1940-1949

## Flowers and the Forties

The man who led the transformation of Trinity College into Duke University, William Preston Few, died in 1940 after serving for thirty years as president of the institution. To succeed him, the Trustees chose one of his closest associates, Dr. Robert L. Flowers, who was then treasurer of the University.

President Flowers' tenure had only one year of "normal" university life. After the United States entered World War II in late 1941, Duke pledged its allegiance "to the needs of the national emergency." Many members of the faculty and administration, along with nonacademic employees, were called into government and military service. Student enrollment dropped. A Naval officer training corps, a course in the "chemistry of explosives," and the Navy V-12 program were among innovations growing directly out of the national involvement in the war. Finally a trimester system was adopted in an effort to speed military personnel through engineering, medical, or undergraduate studies, so that they might enter active duty. The system was continued through the end of the war.

Then from 1945-49, the postwar half of the decade, the situation at Duke was abnormal in the opposite direction. The wartime emergency measures were



*Duke's football stadium packed to capacity for Rose Bowl game of 1942, the only Rose Bowl game ever played outside of Pasadena, California. Duke lost the game to Oregon in the mud of a rainy day.*

dropped; the semester system was resumed; war-related courses were transformed back to their peacetime counterparts; and enrollment started climbing again. But none of these reversions brought “normality” back to the campus. Enrollment reached normal levels, and then kept on going up—until the University was struggling with serious logistical questions: how to feed so many students, where to house them, how to provide them with books and equipment, and how to achieve all of this without sacrificing quality in the academic program. The answers that Duke found for those tough questions must have been satisfactory. By the end of the decade, *Time* magazine, among other national observers, was

recording favorable impressions about the growing stature and prestige of the twenty-four-year-old southern university.

President Flowers retired in 1948, and A. Hollis Edens was elected as his successor. A period of self-analysis and reorganization was launched to accommodate the vastly changed circumstances in which the University found itself at mid-century.

With the declaration of war against Japan in December of 1941, the U.S. Army issued an order prohibiting the holding of the annual Rose Bowl football game in Pasadena, California, scheduled just three weeks after the attack at Pearl Harbor. A gathering of that size on the West Coast was considered dangerous and contrary to the public interest.

Duke University, whose Blue Devils were slated to play Oregon State in that year's Rose Bowl game, issued an invitation to hold the event in Durham rather than to cancel it altogether. The bid was accepted, and the "granddaddy of all bowl games" was brought to Durham—the only time a Rose Bowl game has ever been held outside Pasadena.

Durham looked like a boomtown as the football classic drew 56,000 spectators, the largest crowd in Duke Stadium's history (and almost equal to the entire population of Durham at that time). But the weather went against the home team. And on a dreary, wet New Year's Day in 1942, an Oregon State team—which reportedly had practiced with a wet football—sloshed to a narrow 20-16 win over the frustrated Blue Devils.



*Willis Smith, Chairman of Duke's Board of Trustees, installs new President Hollis Edens (wearing cap and gown). Other inauguration principals included North Carolina Governor W. Kerr Scott, left; Duke Vice President Paul M. Gross (partially hidden by President Edens); and Dr. Harold A. Bosley, Dean of the Divinity School.*



## 1950-1964

### From Mid-Century—Edens, Hart

Hollis Edens once wrote that when he became President of Duke University at mid-century, “the immediate problem facing the administration was that of determining future policy for the University. . . . A prewar campus prepared to serve 3,500 students was burdened with the task of caring for some 5,000. . . . The decision was made that we should retain a student body of approximately 5,000, meanwhile continuing to insist upon hard mental discipline for capable minds. . . . Events proved the policy to be both resilient and practical.”

The most obvious consequence of the new policy was a greater selectivity of students. With the number of applications growing each year, and the number of acceptances holding relatively steady, higher admissions standards followed in course. Of all applicants for admission in 1954, more than half were accepted. By 1959, however, less than one-fourth of those applying could be accepted. Enrollment increased only about 14 percent in that five-year period, but applications increased about 120 percent.

As one consequence of these highly selective admissions standards, by 1959 there were more National Merit Scholarship winners enrolled at Duke than in

all other North Carolina institutions combined. In fact, Duke ranked eleventh in the entire nation in the number of National Merit winners it enrolled, despite its relatively small student body.

The period of the Edens administration was also notable for its fund-raising efforts and for developing academic sophistication. Over his eleven-year administration, alumni giving tripled, and University assets increased from \$59,000,000 to \$116,000,000. Academically, the period featured the establishment of such new programs as the Commonwealth Studies Center, the Center for the Study of Aging, and the World Rule of Law Center.

Following an administrative controversy, Dr. Edens resigned in 1960. The Trustees then named Dr. Deryl Hart, a professor of surgery, as acting president. The next year, in a tribute to his service, the Board removed "acting" from his title and appointed him president, although he was less than three years away from retirement age.

Several progressive measures were advanced or completed in President Hart's brief term. One such action raised faculty salaries into top-level pay grades as listed by the American Association of University Professors. In the first year after the increases were made, among all American schools reporting pay data to the Association, Duke was listed in the top levels with only three other universities—Harvard, Yale, and Princeton.

Another action amended the University admissions policy to affirm (in President Hart's words) "Duke's belief in the equality of opportunity for all persons of comparable ability and need, regardless of race, creed, or national origin." Both these measures furthered the promise of President Few to make of Duke "not a sectional but a national university."

A third major development during this era of Duke's life augured a change in college-student behavior that ultimately affected all of American life. As the spring semester of 1960 began, students from black schools in five North Carolina

cities (including Durham) began staging "sit-in" demonstrations at racially segregated eating places. At that time in the South, most "white" eating places were closed to black citizens. Some drug and department stores solicited black patronage in their merchandising, but refused service to these same customers at their lunch counters. Such stores were the first targets of the North Carolina protests, which soon grew into a national and biracial civil rights movement. By 1965, in response to this movement, Congress had passed a new law prohibiting racial discrimination in public places.



*By the 1960's, alumni both of Old Trinity and of "new Duke" reached international prominence. George V. Allen '24, left, was named U.S. Career Ambassador, the highest office attainable in foreign service; and Richard M. Nixon L '37 became the thirty-seventh President of the United States.*



The historic import of the “sit-ins” was not immediately obvious—not in those early days when Duke students were among the very first students from any non-black institution to join the new wave of student activism. Yet this phenomenon developed into the most remarkable student movement of our nation’s history. Ultimately it influenced not only local social customs, but American destiny—as with the course of the Vietnam War. And although Duke’s pioneers in this movement were hardly applauded at the time, they sowed some seeds of history on the Durham campus.

Hippocrates, the great classical teacher of medicine, complained, “*Ars longa, vita brevis*” (“The art is long, but life is short”). The reaction of some friends and alumni to student activism on the Duke campus in the 1960’s suggested a possible parody on the original Hippocratic axiom—*vita longa, memoria brevis* (“Life is long, but memory is short”).

Apparently, student behavior has always been a periodic source of adult discontent, and the occasional criticism of teachers for exerting radical influence seems also to have existed since the beginning of formal education. Plato’s criticism of the younger generation in the days of his Academy in Athens has been quoted in support of this very point. And the two great teachers of the same classic age, Socrates and Protagoras, were driven to suicide and into exile because of public charges against their radical influence.

Tales of campus violence (many not documented) have issued since the days of the first great European universities of the Middle Ages. At one medieval university, rules provided for various degrees of punishment for students who stoned any professor, depending on whether they just frightened him, or injured him, or actually killed him. A parallel phenomenon has persevered on American campuses since the colonial era (articulated, for example, in Cotton Mather's deprecation of Harvard students' misbehavior). And in one nineteenth-century uprising at Princeton, students found the whole faculty meeting at Nassau Hall, so they reportedly locked all the doors and set fire to the building.

The history of Trinity College and Duke University, likewise, shows that this student "tradition" was no stranger to the Durham campus. In 1903, Trinity students climaxed a long vigil with a middle-of-the-night demonstration and bonfire, in support of academic freedom (see chapter III). A decade later, a student demonstration calling for the reinstatement of football at Trinity developed into a full-scale riot (see chapter IV). And members of the Class of 1917, branded as "Sons of Buffaloes," defied former Trinity President John Kilgo to the point that he refused to sign their diplomas. Yet Kilgo himself had been branded a radical fourteen years earlier because of his position in the academic-freedom issue.

After the University was founded, the "tradition" continued. A mid-1930's report by Dean Alan K. Manchester noted: "A spectacular bottle riot in March 1934 was followed by incipient disturbances and eventually by another notable bottle affair in the fall semester. . . ." And while the "panty-raids" of the 1950's were often excused as "letting off steam," they deviated from earlier student activism only in lacking a clearly defined, underlying issue of controversy.

So even though external reaction against Duke's (and other schools') student activism continued throughout the 1960's, the University itself was eventually able to put the issue into a proper historical context. A 1966 Duke publication on "Student Activism" labelled the issue simply as "a new name for an old game."



*President Douglas Knight, left, and President Emeritus Deryl Hart, right, flank Board Chairman B. S. Womble.*



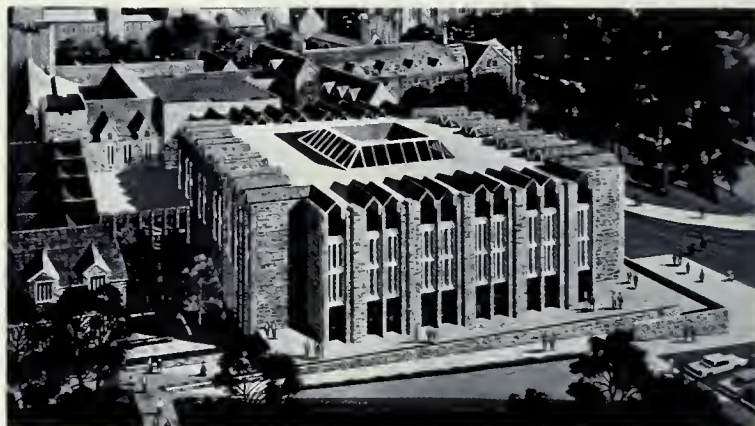
## **1965-1969**

### **Knight and "The Fifth Decade"**

When Douglas Knight became Duke's president in 1963, he knew he was launching an extraordinary period in the University's history. But he could not have foreseen that it would coincide with an even more remarkable period in the history of American higher education.

For Duke, the period was extraordinary because of the Fifth Decade Development Program. Outlining an ambitious plan for development over the fifth decade of Duke's life (1965-75), the Program was approved by University Trustees less than a year after Dr. Knight's inauguration. It called for a virtual renewing of the University, including in its ten-year budget more than \$100,000,000 in capital improvements. "This university was built all at one time," Dr. Knight said of the main campus. "It should not be surprising that it has begun to obsolesce all at once."

Calling also for academic improvements and increases in endowment and budget support, the Program estimated that Duke would need to raise \$187,411,000 over the coming decade in a special fund-raising effort. To launch itself toward that end, the University announced an initial effort, the Fifth Decade Campaign, to raise \$102,876,000. At that time, it was the largest such campaign to be under-



*Fifth Decade Campaign financed major new facilities on campus in late 60's. Left above, Paul M. Gross Chemical Laboratory; Right above, Perkins Library; Left below, new Main Entrance Building for Duke Medical School; Right below, Edens Quadrangle Residential Complex.*

taken by a southern institution, and one of the largest ever attempted anywhere.

The most significant response to the challenge came from the Ford Foundation, which gave the University \$6.7 million to match (one-to-four) \$26.7 million in special private gifts to the Campaign. The Ford challenge grant was the largest single gift to the University since the bequest of founder J. B. Duke.

But coinciding with these ambitious plans was an extraordinary period for all of American higher education. The nationwide student activist "movement," which had developed from those first civil rights protests in North Carolina back in early 1960, turned its focus in the last half of the decade toward the escalating war in Vietnam. While the "Peace Movement" attracted mostly young white activists, the civil rights protest became virtually all-black. Both causes conducted frequent demonstrations (not always peaceful) on and near campuses around the country. And soon there developed a wide-reaching distrust of students generally, and a spreading antipathy toward most universities. Then almost predictably, activist students began to turn their frustrations and anger towards the administrations of their own universities. Their demands ranged from initiating black-studies programs to the removal of military programs from campuses.

During this period, the most prestigious institutions were those hardest hit by aggressive student activism. And Duke was no exception. In April 1968, a group of Duke students marched on President Knight's home and, after negotiations failed, entered the home and refused to leave. Three days later, President Knight was ordered to a hospital for rest, and the students moved their protest to the main quadrangle, calling for a boycott of all classes. The "Vigil" lasted until Trustees met in special session to upgrade working conditions for Duke's non-academic employees.

Another major disruption occurred in February 1969, when black students at Duke seized the administration building. Although they left the building before sunset, a general disturbance broke out on the main quad that night between



Durham police and a large number of University students, and Duke's name was once again in the national headlines as a scene of campus unrest. A few weeks later, Douglas Knight resigned as president of the University. At the time, he joined a long list of presidents of American universities whose resignations coincided with the overwhelming wave of student activism across the nation.

With the escalation of the Vietnam War, federal appropriations to higher education were cut back repeatedly; Duke's dropped by more than \$4,000,000 in a single year. Inflation and rising construction costs added other problems. And some few alumni and friends, resentful toward student demonstrations, withheld support from the Fifth Decade Campaign to "punish" the University. Yet, determined campaign workers raised \$90,000,000 by June 1969, and Douglas Knight left office with the most impressive record in fund raising and capital expansion of any president in Duke's history.

For Dr. Knight's successor, the Trustees made a choice that seems in retrospect to have been clairvoyant. They chose Terry Sanford, who had won nationwide respect as governor of North Carolina from 1961 to 1965. Governor Sanford had also attracted international attention to the ingenious educational innovations that were launched during his administration. Now he was bringing his political and diplomatic talent into the turbulent arena of American higher education. And it was not long before he had again won nationwide respect, this time as a uniquely successful educator and university administrator.

As was noted, the name of Duke University—like those of Columbia, Harvard, and other highly respected American universities—appeared in headlines relating to student unrest in the 1960's. But during the Knight Administration, it also appeared often in those headlines credited with extraordinary achievements:

— A 1966 report by the U.S. Office of Education said Duke administered 88 cooperative public-service programs, the largest number for any institution in the nation (By 1969, Duke's number had grown to 118);

— In the first half of the 1960's, only one other university with an enrollment as small as Duke's granted more Ph.D. degrees (That school was Princeton University);

— Duke's Medical and Law Schools were repeatedly ranked among the nation's "top ten," and won public attention for research breakthroughs and academic innovations (National publicity, for example, credited Duke with originating the Physician's Associate program, which has drastically altered American medical practice);

— Duke's hyperbaric (high- and low-pressure) chambers, the largest ever built anywhere for medical use, were chosen by U.S. naval divers over the navy's own test facility for record-breaking experiments involving new diving equipment;

— Duke faculty members were elected to such prestigious offices as president of the National Academy of Sciences, president of the Oak Ridge Institute of Nuclear Studies, president of the Association of American Medical Schools, and the presidencies of numerous national professional organizations;

— And Duke developed such unique facilities as the world's first ship built and equipped specifically for oceanographic research, a unit of one of only two phytotrons in the country (there are less than a dozen throughout the world), the largest nuclear structure laboratory in the Southeast, and so on.

These were only a few of the national stories that testified to Duke's eminence in American higher education during the 1960's. And it was especially gratifying in those days, when so much public criticism focused on campus activism, to realize that little Brown's Schoolhouse in Randolph County had developed into an internationally known institution responsible for such achievements.



After he took office in the spring of 1970, at the very height of the great wave of American student activism, Duke President Terry Sanford won national notice for his respectful and effective response to massive student demonstrations like the one shown above. By 1972, students in and outside of North Carolina were petitioning Sanford to become a Democratic candidate for President of the United States. The Sanford candidacy brought a new kind of national notice to Duke, although the institutional precedent was hardly new: More than a century before, in 1868, Trinity College President Craven ran for State Superintendent of Public Instruction on the Conservative ticket.

## 1970- Sanford and the Seventies

As he had been in political life, Terry Sanford in educational life proved to be the man for the times. In May 1970, after President Nixon had ordered American troops into Cambodia, campuses around the country erupted in protest—Duke's included. Terry Sanford had been on campus for only one month at that time. As hundreds of American schools made plans to suspend operations—many for the remainder of the academic year—President Sanford devised effective alternatives of protest for Duke students. The alternatives were accepted by Duke students and were hurriedly copied by a large number of other schools around the country. Unlike countless other colleges and universities, Duke was spared either violence or suspension of operations during one of the most virulent and widespread disruptions in the history of American higher education.

On fiscal matters, President Sanford took office with an upcoming budget listing an annual deficit of \$1,000,000. (The ambitious Fifth Decade Program had already outrun its capital campaign.) Before the end of his first year, however, Sanford had persuaded the Ford Foundation to extend the conditions of Duke's challenge grant and had reopened several other important avenues of support to



the University. In June of 1971, he announced that \$105,000,000 had been raised to surpass the \$102,800,000 goal set for the first part of Duke's Fifth Decade Campaign.

Several other historic developments followed in short order: The merger of men's and women's undergraduate colleges; the establishment of the University Planning Committee consisting of fifty-four students, faculty members, administrators, trustees, and alumni; and the formulation of a major new fund-raising drive to involve the University's Golden Anniversary Year of 1974.

As for academic innovations, the "Sanford seventies" were even more notable. In his inaugural address, President Sanford appealed for creative and innovative ideas from all members of the Duke community. And he himself led the way by devising such unique programs as Duke's new Institute for Policy Sciences and Public Affairs. Designed to train students pragmatically in public services—from political office-holding to mass communications to urban planning—the Institute's program pointed the way toward experiential education involving the University directly and integrally with the rest of society. This new concept of education has since been advocated by numerous authorities, and is being undertaken by an increasing number of institutions of higher learning.

It was in keeping with its own remarkable history and that of its predecessor, Trinity College, that Duke University under Terry Sanford was already presaging a new era in American higher education.

"I have chosen Duke University . . ." begins the best-known paragraph of the Duke Indenture. It is the same declaration that has been made, in effect, by each of the tens of thousands of students who have come here, studied here, and gone on from here to assume valuable roles of service in our society. It is in the contri-

butions of these alumni that Duke has fulfilled a vision articulated by its first president, William P. Few: "We are not trying to build an institution made up solely of scholars and scientists," he said. "Universities should send out leaders in many walks of life."

To measure Duke's success in meeting that charge, consider the leadership provided by its distinguished alumni within the first two decades after mid-century—from the vice presidency and then the presidency of the United States, through the personal staffs of all five Presidents of that period, through other major executive branch offices, through both houses of Congress, and through major state and municipal offices from coast to coast.

The "scholars and scientists" mentioned by Dr. Few, who have also returned honor to their alma mater, range from Pulitzer and Nobel Prize winners to the presidents and chancellors of several dozen colleges and universities. They also include persons whose scientific and academic achievements are often better known than their names.

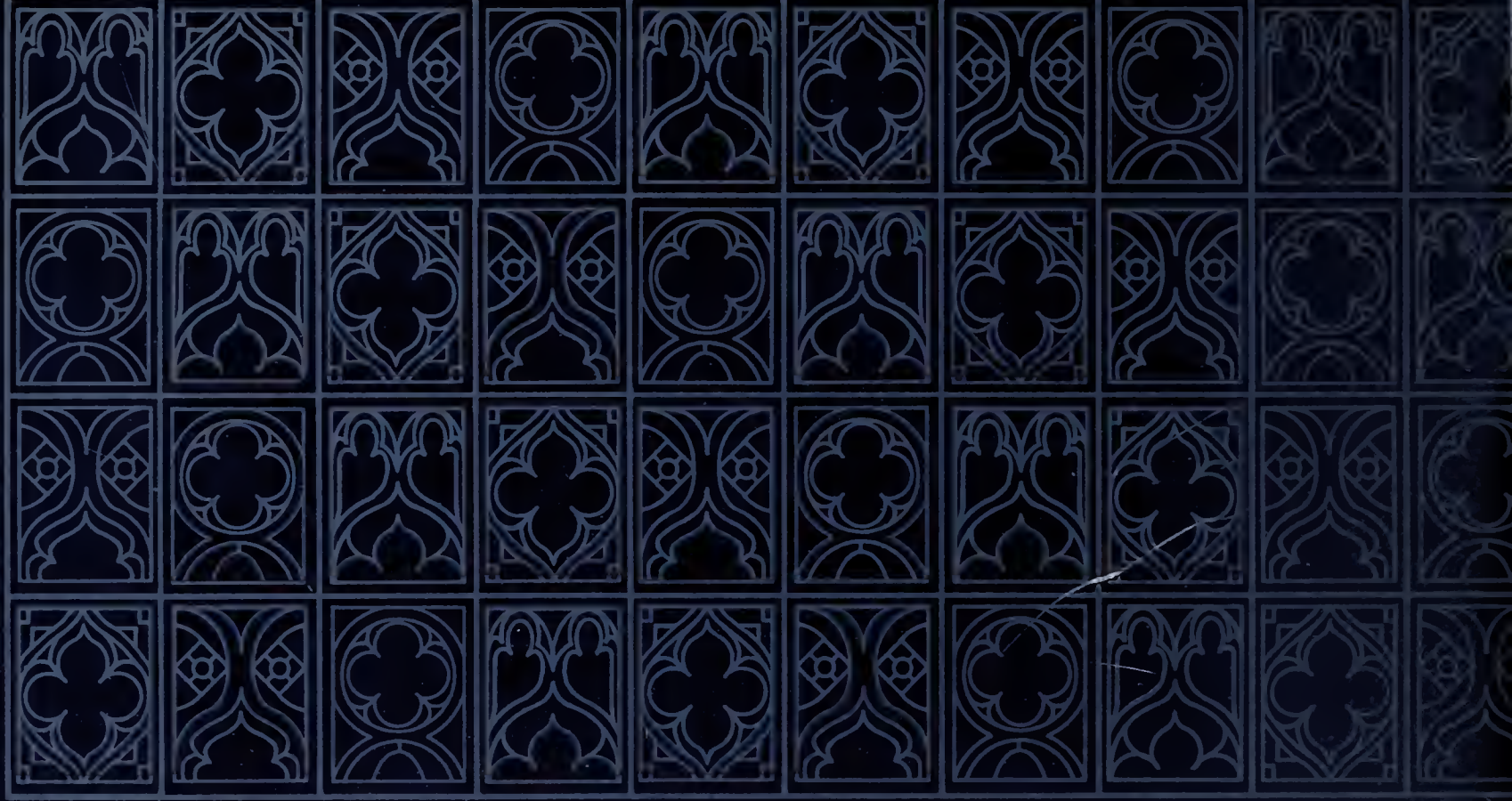
And other Duke alumni have included distinguished names in the church (including several bishops), law (including supreme court justices in states as distant as Connecticut and Washington), and medicine (including recipients of many of the world's most prestigious honors); internationally known artists in virtually all the fine arts and popular arts; presidents of some of the world's largest corporations; executives and personalities in both broadcast and print media; and stars in all of America's favorite sports.

Such a listing could go on and on, obviously, but incomplete as it is, this summary attests that Duke University fulfills and perpetuates the charge of its founder: To admit students with "a character, determination, and application evincing a wholesome and real ambition for life," and to instill in them the wit and the will, the knowledge and the nerve, to "develop our resources, increase our wisdom, and promote human happiness."









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